

Jenny Hammond Primary Out-of-School

Inspection report for early years provision

Unique reference number	EY361969
Inspection date	02/02/2010
Inspector	Natasha Parsons

Setting address	Jenny Hammond Primary School, Worsley Road, Leytonstone, London, E11 3JF
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Telephone number	02085 193977
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Email	
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Type of setting	Childcare on non-domestic premises
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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Jenny Hammond Primary School Out of School Club was registered in 2007 and is run by Early Rise Ltd, a small private company which provides out of school care facilities. The group operates from within Jenny Hammond Primary School, which is situated in the Leytonstone area of the London borough of Waltham Forest. The areas used are a group room located near the reception area, the dining hall, main hall and computer room. There is a secure outdoor play area. The group are registered to provide care for a maximum of 30 children, children attend from Monday to Friday term time only from 3.30pm until 5.30pm. They are registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are 29 children on roll, two are in the early years age group. There are normally four staff working directly with the children and half the staff hold a relevant qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

A developing knowledge of each child's needs ensures that staff promote children's welfare and learning. Children are generally safe and have secure relationships with the adults and their peers. The partnerships with parents and the school are being developed and help to ensure the needs of all children are met, along with any additional support needs identified. This means that children make steady progress, given their age, ability and starting points.

Developing self-evaluation by the provider and staff ensures that priorities for development are identified and responded to, resulting in a provision that responds to user needs.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- assess the risks to children in relation to the kitchen and take action to minimise these (Suitable premises). 17/02/2010

To further improve the early years provision the registered person should:

- review the time spent preparing snacks and consider how children could be involved to develop their independence skills
- use observations linking them to the six areas of learning and to help plan 'what next' for individuals and groups of children.

The effectiveness of leadership and management of the early years provision

Staff have a satisfactory understanding of how to safeguard and protect children, including recognising signs and symptoms of abuse and know the procedures to follow if they have concerns. Their knowledge is current through training; injuries would be recorded and concerns referred to the appropriate agency, this helps to protect children from harm.

Staff work together as a team, they deputise in the absence of the manager. They have identified roles and responsibilities. The two-hour session is organised so children can play and have a snack before going home. Children are settled and enjoy being with their older peers, they know the routine of the session and this enables them to feel secure.

Ineffective risk assessment has not identified access to the kitchen as a potential hazard to children. Staff generally implement policies and procedures to promote children's welfare and safety. The required records are in place and are appropriately completed to promote children's health and safety. There are appropriate accident and incident records, staff are aware and take appropriate action for children with known food allergies; this ensures their ongoing health.

There are appropriate recruitment and induction systems to check staff and volunteers suitability to work with children and to ensure they are aware of the setting's policies and procedures.

Appropriate staff to children ratios means generally children are supervised and supported. However, because the snack takes some time to prepare, this impacts on the support offered to children at this time. The setting is committed to address this, for example, children prepare their own snack and develop their independence and life skills.

There is a satisfactory range of toys and resources available within the setting, which are currently not organised to allow children to make choices to extend their own play and learning; the setting is committed to address this. Children benefit from being able to use the school's information and communication technology equipment as they develop skills for their future. Some resources and books reflecting diversity enable children to start to develop a positive self-image.

Staff are developing working relationships with parents and carers. There is some accessible information for parents about the setting, including qualification certificates and insurance details. There are opportunities for sharing information verbally in order to meet individual needs. Parents are kept informed of children's learning and are involved in the initial assessment about their child's stage of development. Staff are willing and share information with others that support children, their welfare and development; for example, class teachers.

The provider and staff team are committed to make improvements and are developing methods to do this. The provider seeks support from outside agencies

to support her knowledge and staff training opportunities are provided to ensure their knowledge is current for the care, learning and development of children.

The quality and standards of the early years provision and outcomes for children

Children make sound progress in their learning, they benefit from being familiar with the environment and that only children from the school attend. The sociable snack time is relaxed when children eat together and talk. The session is planned to incorporate a variety of activities, as children leave at different times during the session. Children play independently as they colour and draw and as a group when they play at the pool table; this promotes their social skills as they wait and take turns. Children enjoy role play as they dress as their favourite super heroes; acting in role promotes their imaginative skills and children work together as they help each other to do up the fastenings on costumes.

Children's starting points are established when they begin at the setting in conjunction with their parents. Observations are made; however, these are not linked to the six areas of learning and do not show the next steps in children's development to ensure they make good progress in their learning. Informally, staff consider how to progress children's learning; they identify children cannot skip and support them to develop this skill, promoting children's confidence and physical skills.

The balance between adult and child-led activities is appropriate. Children have the opportunity to spend time outside developing their physical skills when they play football and skip. Children are inquisitive and enjoy using the visitor's computer, this provokes conversation about their own families and the jobs their parents do.

Staff generally support children's health and safety reminding them about hand washing before eating and staff wear disposable gloves when preparing food. Staff risk assess the premises daily for hazards; however, they have not identified the kitchen as a potential danger. The outside area is risk assessed before use; this helps to keep children safe. And children learn about keeping themselves safe when they are reminded not to run and to walk slowly.

Children generally know how to behave and are learning about taking turns and sharing; they respond appropriately to adults and older children show care and concern for the younger children. They are supplied with drinks and water is always available. Children benefit from the healthy nutritious snacks, cooked daily with fresh ingredients; for example, beans on toast, salad and fruit.

Children play with an adequate range of resources promoting positive images of other cultures, including dolls, puzzles and books. Welcome signs remind children about the diverse languages that exist. The composition of the staff team is reflective of the local community.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met